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ABSTRACT

This teacher's guide, one of nine teacher packages developed for use in the sequential, hands-on, field-oriented, K-8 environmental education program of the Martin County Schools in Florida, was developed for use with kindergarten children prior to and after a visit to an environmental studies center located near an estuarine area. This kindergarten program includes a variety of activities designed to acquaint the student with the term "Environment." The guide contains teacher instructions, scripts, tests with answer key, and a copy of all student materials. Flash cards, a felt board story, and slide/tape program are not included. General and specific program objectives are stated and a program outline, including learning activities to be completed at the school and the environmental studies center, is detailed. (BT)

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Kindergarten

Your Environment

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SE 022 815

Martin County Schools'
ENVIRONMENTAL STUDIES CENTER
2900 NE Indian River Drive, Jensen Beach, Florida 33457

TABLE OF CONTENTS AND CHECKLIST

This packet contains teacher instructions, scripts, test with answer key and a copy of all student materials.

We suggest you cover these materials in the order listed in this packet.

In parenthesis after each item is the quantity you will need for your class and whether it is expendable or to be returned.

* Also listed but not included in this booklet are items such as flash cards, slide/tapes, feltboard and pieces, etc.

CONTENTS:

1. Program Summary
2. Teacher Instructions
3. Center Activities
4. Text for Unit I, "The Environmental Studies Center"
5. Unit I, "The Environmental Studies Center", student booklet (one for each student - expendable)
6. Script for slide program, "Animal Friends"
* 7. Slide/tape program "Animal Friends"
8. Unit II, "Animal Friends" student booklet (one for each student - expendable)
* 9. Feltboard and pieces
10. Test text
11. Test (one for each student - expendable)

KINDERGARTEN PROGRAM SUMMARY

GENERAL OBJECTIVE: To acquaint the student with different organisms and habitats as part of his total environment and provide him with evidence that he is an integral part of his environment resulting in his successful completion of the performance activities for the specific objectives.

SPECIFIC OBJECTIVES: The student will on the test demonstrate with 80% proficiency an awareness of the existence and purpose of the Environmental Studies Center and the term environment when given questions and a choice of illustrations to answer each question.

PROGRAM OUTLINE:

A. Activities at home school (one week)

1. "Environment" - coloring book
2. Slide/tape - "Animal Friends"
3. "Animal Friends" coloring book
4. "Animal Friends" - felt board and pieces
5. (Visit to Center)
6. Follow-up discussion
7. Test

B. Activities at Center

1. Introduction - "What is an Environment"?
2. Tour of Center
3. Look/feel session - children are taken to wet lab where they observe and handle certain live specimens
4. "Treasure Hunt" game - children find natural objects outdoors
5. "Habitat" game - in which children portray typical river animals and choose their proper habitat
6. Art activity - children assemble paper dish fish from pre-cut materials
7. Experience chart - with staff member recording, children "write" what they saw and did at the Center

KINDERGARTEN TEACHER INSTRUCTIONS

INTRODUCTION: We suggest you devote a period of time each day for a week just prior to your scheduled visit to the Environmental Studies Center utilizing the pre-visit materials included in this kit with your students.

Your visit to the Center will give your students an overview of what they will be learning as they visit in the future years. They will also tour our museum and the wet lab where they can handle small animals from our tanks.

If we can be of any service to you conducting this program, don't hesitate to call.

GENERAL OBJECTIVE: In order for the student to realize the effect of the changes going on in his environment, he must first have an awareness of what this environment actually consists of.

PROGRAM AND MATERIALS:

Unit I - The Environmental Studies Center

A. The student will be introduced to the Environmental Studies Center and what its purpose is.

B. Included here will be a story with pictures to color. Each student will follow along as the teacher reads a corresponding prepared text. Afterwards the book can be colored. These booklets may be kept by the students.

Unit II - Animal Friends

A. The student will work on the concept of environment. This unit includes:

1. a slide/tape unit on the ten animals they are studying
2. coloring books of these animals
3. felt board and pieces to help stimulate conversation about each of these

B. Students can talk about the environments that each animal lives in or make up stories about them either as a group activity or as an individual quiet time activity.

SUGGESTED ACTIVITY: Nature scrapbook - put together a book of pictures from magazines of various aspects of the environment. Different places, animals, plants, etc.

TEST: To post-test your students for your records, copies of the test and answers are included. The test is to be given after the students visit the Center. The test mean for '74 - '75 Martin County Kindergarten students completing full program was 84.9.

KINDERGARTEN CENTER ACTIVITIES

1 TO 2 HOURS

I. INTRODUCTION

A. What is our Environment?
B. Why is this an Environmental Studies Center?
C. Our future environment

II. TOUR of the Environmental Studies Center

Students are given an overview of what they will be doing in future years in ESC programs. A visit to the museum acquaints the students with organisms found in local saltwater communities.

III. ENVIRONMENTAL TREASURE HUNT

A. Location: backyard
B. Materials
   1. name tags designating 5 teams (color coded)
   2. 5 boxes - same color code as tags
   3. 9 plastic bags in each box containing various items found in the backyard
C. Object: Each team member is given a plastic bag. He must duplicate the item in it. When each member of the team has his treasure, they return to home base. The team back first wins.

IV. LOOK/FEEL SESSION

Animals are set out in small tanks on tables in the wet lab where students are encouraged to pick them up and examine them.

V. HABITAT GAME

A. Introduction - What is a habitat?
B. Rules
   1. Draw a circle.
   2. Each child wears a card identifying him or her as a land, sea or air dwelling organism. The center of the circle is the "habitat".
   3. The leader calls out a habitat (i.e. sky, land, ocean).
   4. Those children who feel they belong in that habitat enter the circle.
   5. This is repeated several times. Each time the leader discusses with the children which of the "organisms" is in its habitat.

VI. ART ACTIVITY - Paper Dish Fish

A. Materials
   1. paper plates
   2. construction paper
   3. paste and small spatula

B. Procedure
1. Prior to class, cut pie-shaped wedge out of the paper plate to represent the mouth.
2. Cut construction paper into: tail, top fin, eye
3. Children paste these into place.
4. Crayons may also be provided to color or detail the body.

VII. EXPERIENCE CHART

With staff member as recorder, the children "write" about what they did and saw at the Center. This is taken back to the home school as catalyst for further discussion.

TEACHER TEXT UNIT I

The Environmental Studies Center

Page 1: The Environmental Studies Center is in Jensen Beach, Florida. It is a place where many people, young and old, come to learn and talk about their ENVIRONMENT.

Page 2: The word ENVIRONMENT is a big one. Your environment is everything around you.

Take a look around you. Right now your classroom is your environment.

Page 3: Sometimes your home is your environment.

Page 4: Fish live in an underwater environment. Think of some other animals you know. What are their environments?

Page 5: Most people don't pay very much attention to their environments. They don't notice the things around them. We hope that the Environmental Studies Center will help you take a good look at your environment so you will take better care of it.

The underlined phrases are included in the student booklet.

UNIT ONE

The Environmental Studies Center

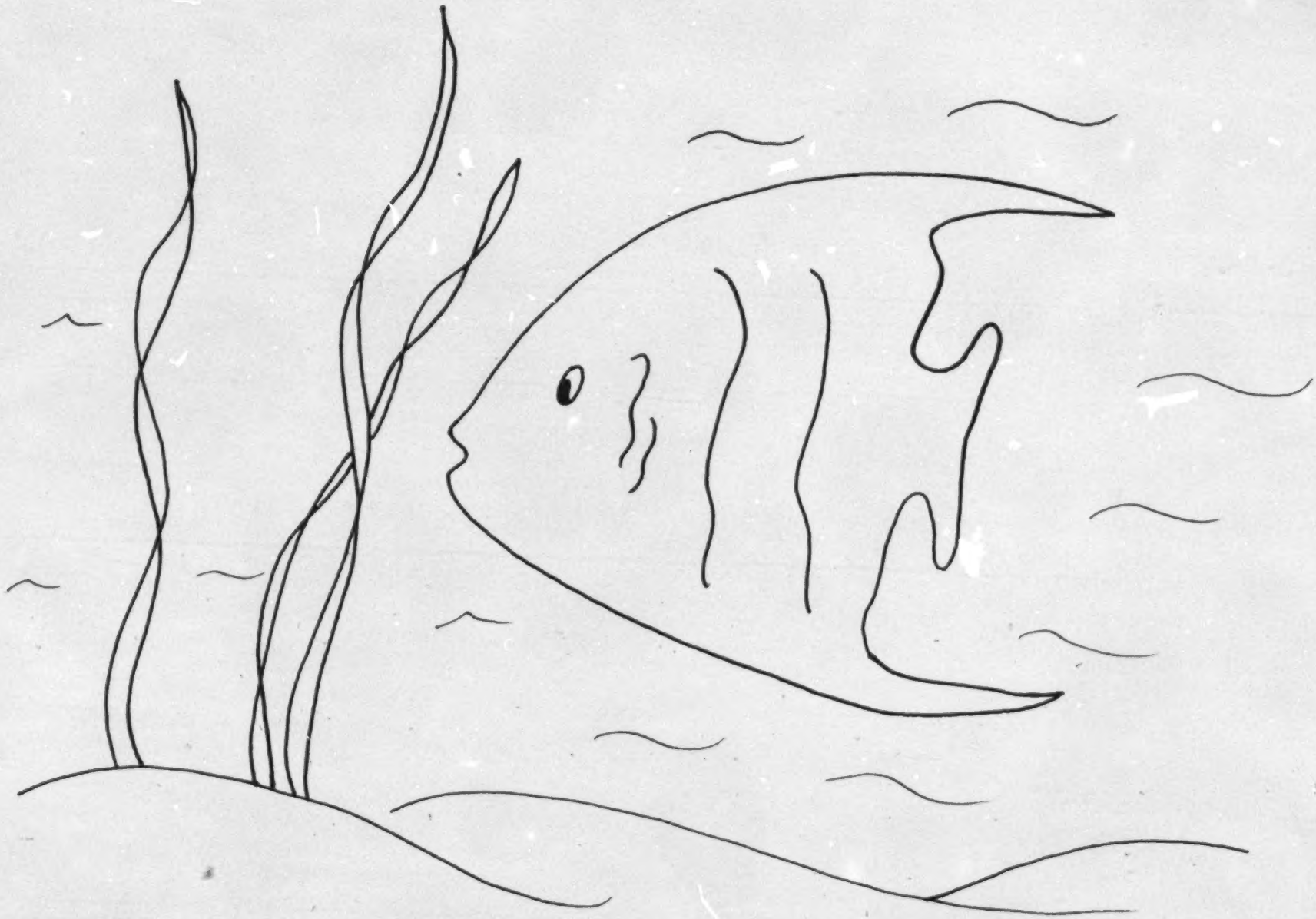
Kindergarten

11 Your environment is everything around you. 1.

12

Sometimes your home is your environment.

2.



15 A fish's environment is underwater. 16 3.

Take a good look at your environment.

Martin County School's
Environmental Studies Center
2900 N. E. Indian River Dr.
Jensen Beach, FL 33457

Kindergarten Slide Presentation

"Your Environment"

ANIMAL FRIENDS

TEACHER - Turn on the projector to "Focus" slide. Turn on the tape player and change slide each time at the audible tone. If you are reading the narrative instead, change slides as indicated by the asterisk (*). The narrative is in CAPITAL letters.

1. Focus *

2. "Credits" slide *

3. "An Environmental Study Unit on Your Environment" *

4. "Animal Friends" slide *

5. HELLO BOYS AND GIRLS THIS IS A PICTURE OF THE ENVIRONMENTAL STUDIES CENTER. YOU WILL BE VISITING HERE VERY SOON TO LOOK AND LEARN ABOUT ANIMALS AND THEIR DIFFERENT ENVIRONMENTS. LET'S LOOK AT SOME ANIMAL FRIENDS NOW AND SEE WHAT WE CAN FIND OUT ABOUT THEIR ENVIRONMENT. *

6. DO YOU KNOW THE NAME OF THIS ANIMAL? THIS IS AN ANIMAL FRIEND CALLED A RABBIT. (pause) SHE HAS SOFT FUR COVERING HER BODY. SHE USES HER BIG EARS TO LISTEN FOR DANGER AND HER WIGGLY NOSE TO SMELL. CAN YOU WIGGLE YOUR NOSE LIKE A RABBIT? RABBITS HAVE STRONG LEGS THAT HELP THEM RUN FAST. THIS RABBIT LIVES FREE. HER HOME IS IN THE TALL GRASS. THAT'S WHERE HER BABIES ARE SAFE IN THEIR NEST. *

7. THIS IS ANOTHER ANIMAL FRIEND THAT WE ALL KNOW. SHE IS A DOG. SHE TOO, LIVES ON LAND. SHE USUALLY LIVES WITH PEOPLE. HER ENVIRONMENT MIGHT BE SOMEONE'S HOUSE. DO YOU HAVE A DOG? HOW MANY LEGS DOES IT HAVE? *

8. STILL ANOTHER ANIMAL FRIEND THAT IS VERY DIFFERENT FROM THE OTHERS IS THE SNAKE. IT HAS NO ARMS OR LEGS, SO THE SNAKE MUST SLIDE ALONG ON ITS BODY. SNAKES HAVE MANY DIFFERENT KINDS OF ENVIRONMENTS. SOME LIVE IN OLD LOGS, SOME UNDER ROCKS, SOME EVEN LIVE IN THE WATER. SOMETIME WHY DON'T YOU TRY TO MOVE LIKE A SNAKE. IT IS VERY DIFFERENT FROM WALKING. *

9. SOME ANIMALS HAVE WINGS AND CAN FLY IN THE SKY. ONE OF THESE IS THE WISE OLD OWL. THE OWL IS A BIRD. THE OWL CAN FLY IF IT WANTS TO. HER HOME IS A BIG TREE. SHE HAS BIG EYES THAT HELP HER SEE WELL IN THE DARK. WHOO! WHOO! SAYS THE OWL. *

10. ANOTHER BIRD IS THE CARDINAL. HE IS A BRIGHT RED BIRD WITH A LOUD VOICE. HE CAN FLY WHEN HE WANTS TO. THE CARDINAL MAKES HIS HOME IN A TREE. *

11. AN ANIMAL THAT FLIES, BUT ISN'T A BIRD, IS A BUTTERFLY. THE BUTTERFLY IS WHAT WE CALL AN INSECT. BUTTERFLIES ARE PRETTY LITTLE ANIMALS THAT LIVE IN THE FLOWERS AND LEAVES OF PLANTS. WHAT COLORS CAN BUTTERFLIES BE? *

12. LET'S LOOK AT OTHER KINDS OF ANIMALS. THE WATER IS THEIR ENVIRONMENT. ONE WATER ANIMAL IS THE SEAHORSE. HE DOES NOT HAVE LEGS LIKE HORSES. HE MUST USE HIS FINS TO MOVE AROUND. WHY DO YOU THINK HE WAS NAMED THE SEAHORSE? *

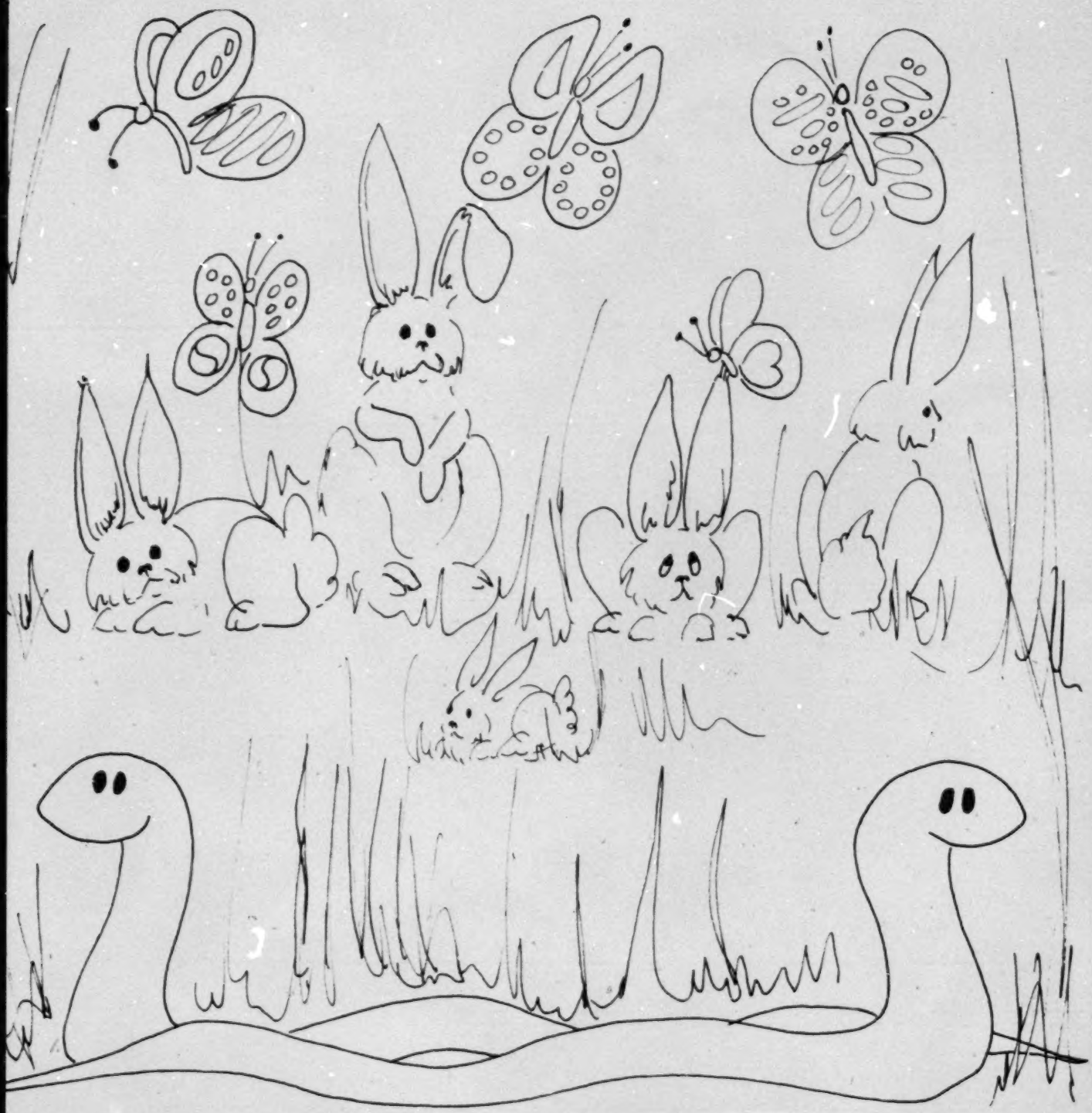
13. THIS IS AN ANGELFISH. SHE IS A COLORFUL WATER ANIMAL THAT ALSO USES HER FINS TO MOVE THROUGH THE WATER. SHE MUST LIVE IN WATER ALL THE TIME. THIS IS HER ENVIRONMENT. *

14. THIS IS ANOTHER WATER ANIMAL. DO YOU KNOW ITS NAME? (pause) HE LOOKS LIKE A STAR, SO WE CALL HIM A SEA STAR. HE HAS MANY TINY TUBE FEET ON HIS UNDERSIDE THAT HE USES TO MOVE ALONG ON THE FLOOR OF THE SEA. HE MUST LIVE IN SALTY WATER LIKE THE OCEAN. HOW MANY ARMS DOES HE HAVE? *

15. FINALLY, LET'S LOOK AROUND AT YOUR CLASSMATES. WE CALL THESE ANIMALS HUMAN BEINGS. THEY COME IN MANY COLORS, SIZES, AND SHAPES. COUNT HOW MANY HUMAN BEINGS ARE IN YOUR CLASSROOM RIGHT NOW. *

(The End)

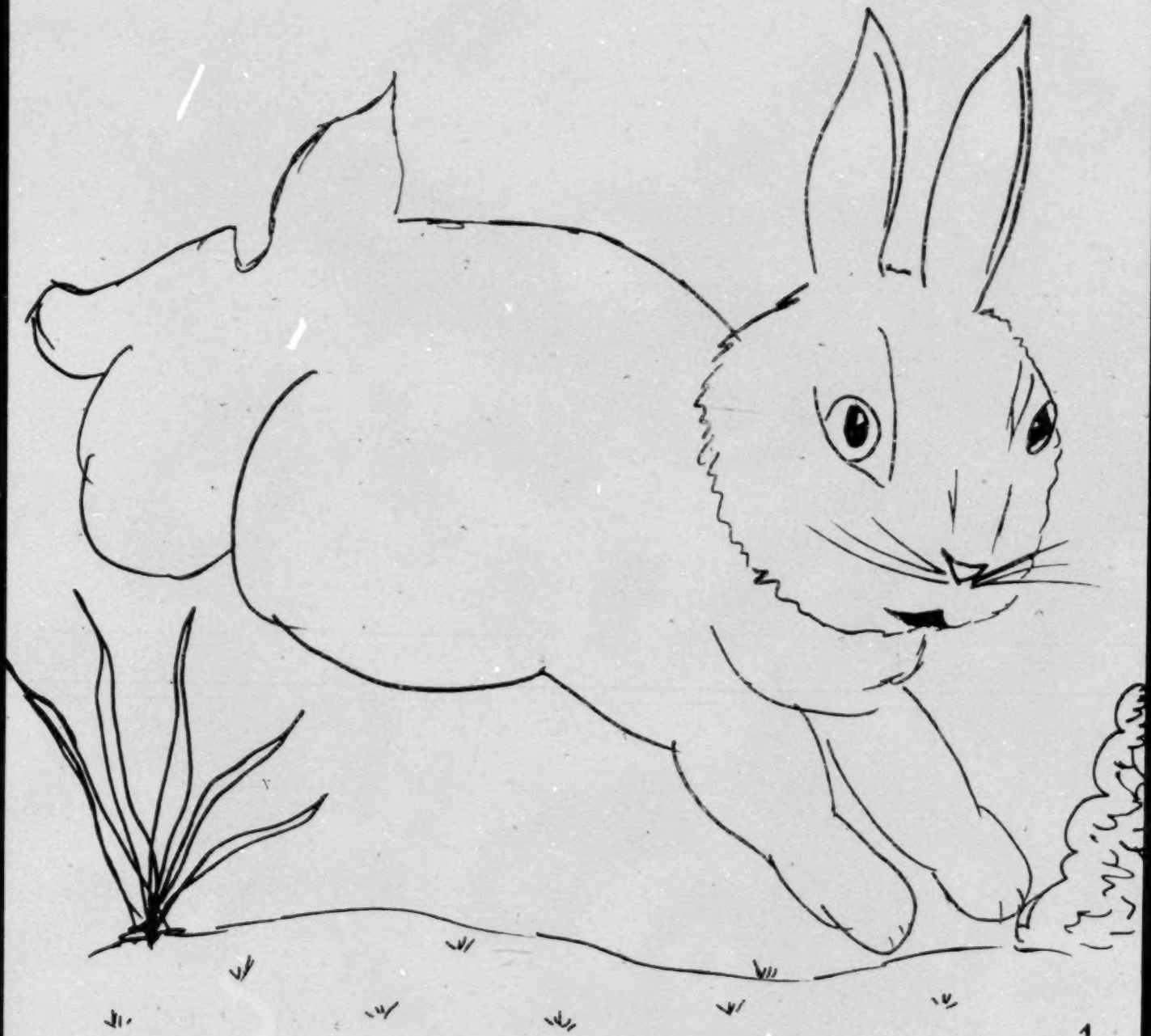
TEACHER - Please rewind tape for next use. Thanks.



ANIMAL FRIENDS

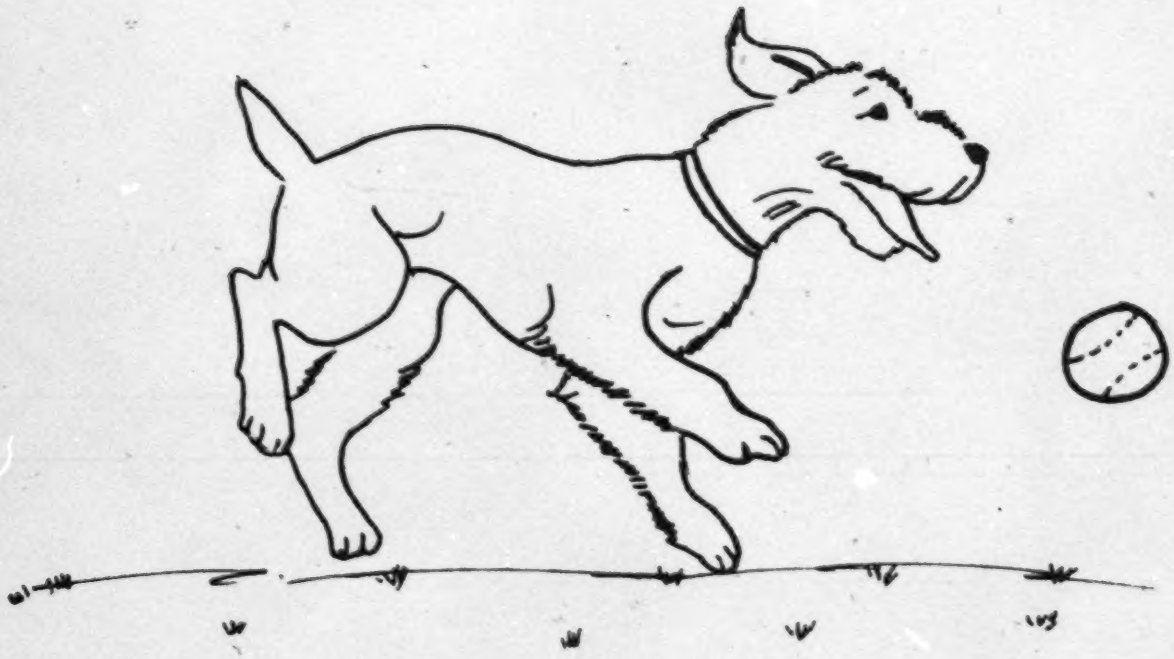
Kindergarten

I am a rabbit.

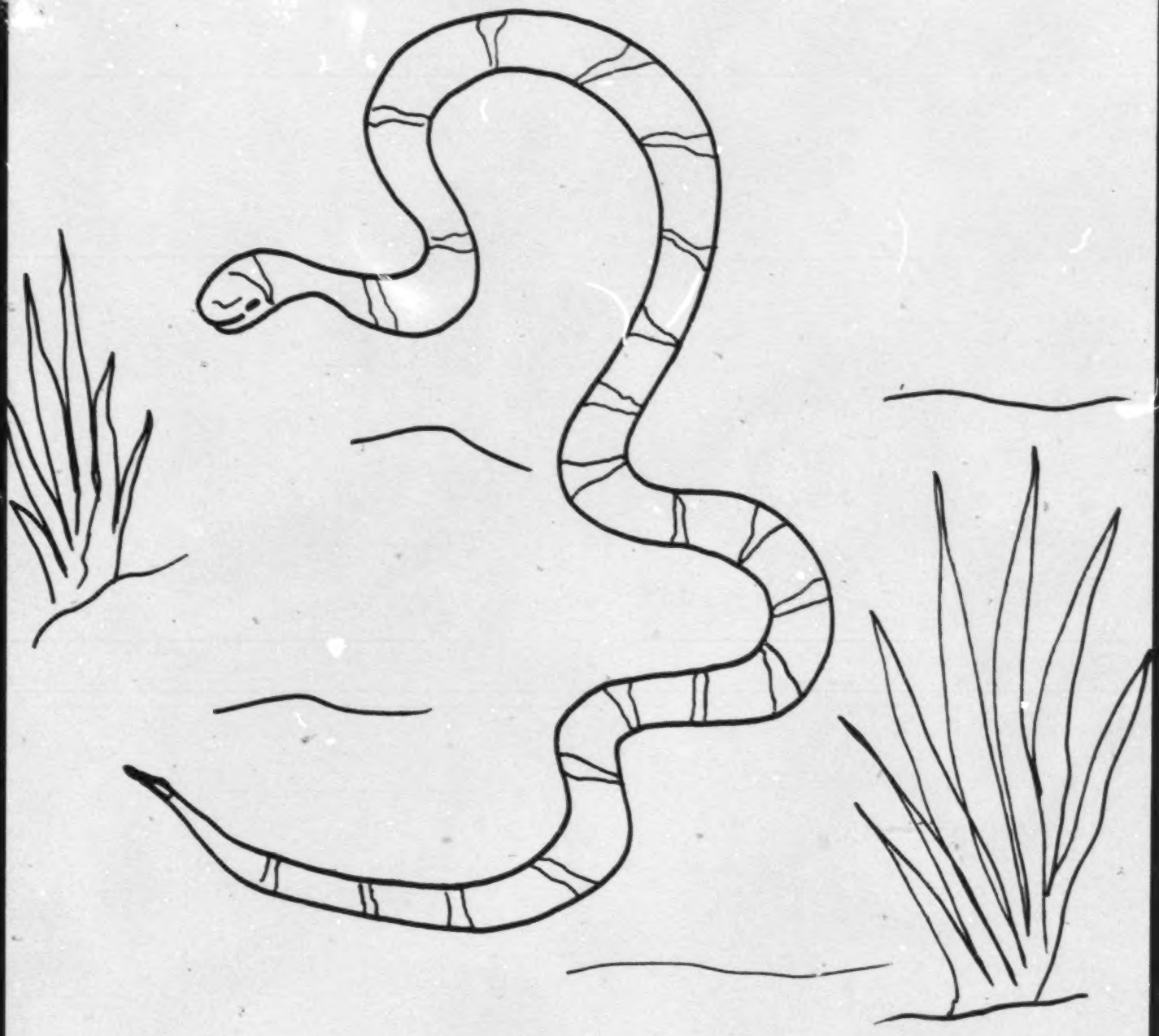


1.

I am a dog.

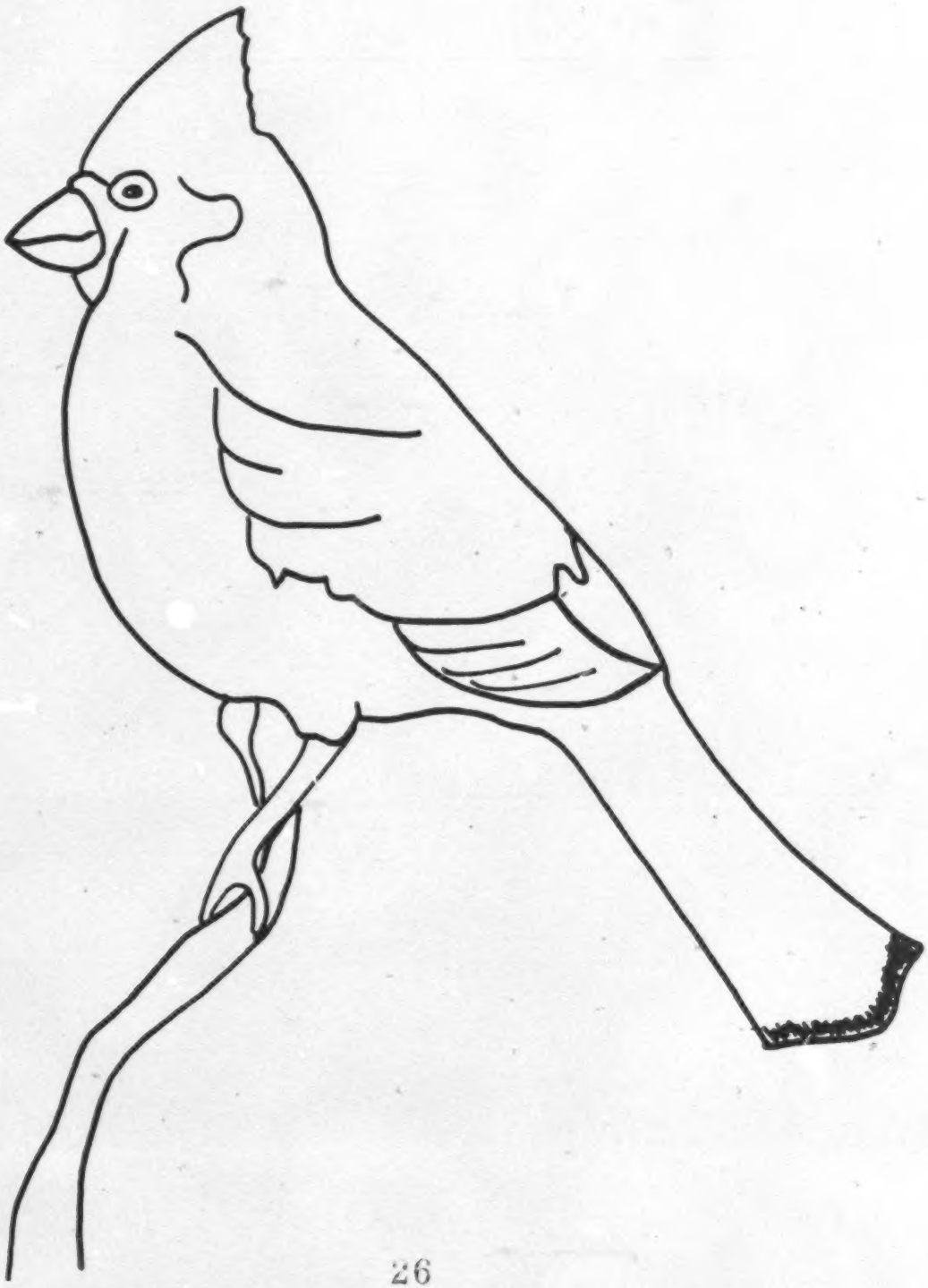


I am a snake.

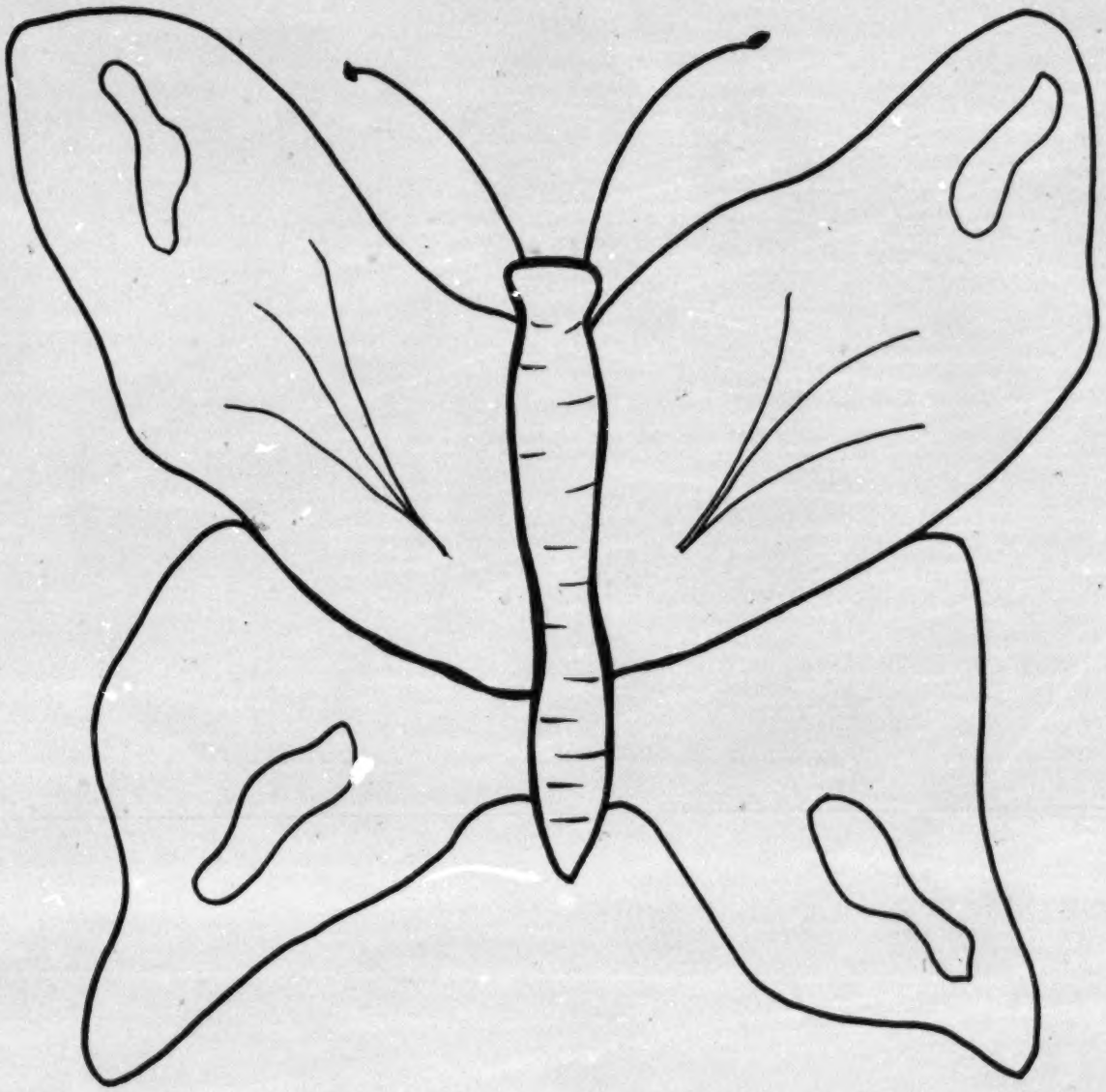


I am an owl.

I am a bird.

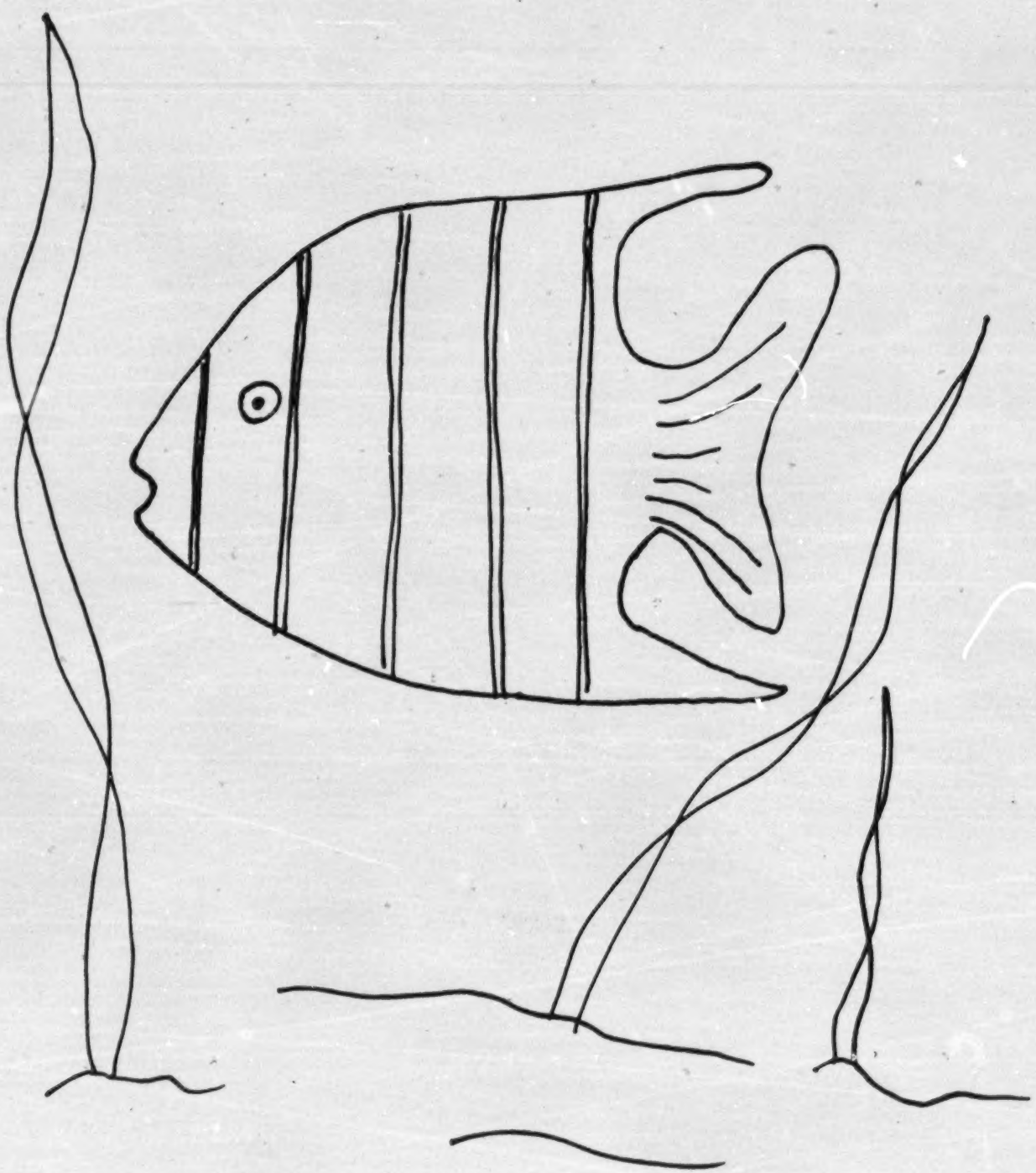


I am a butterfly.

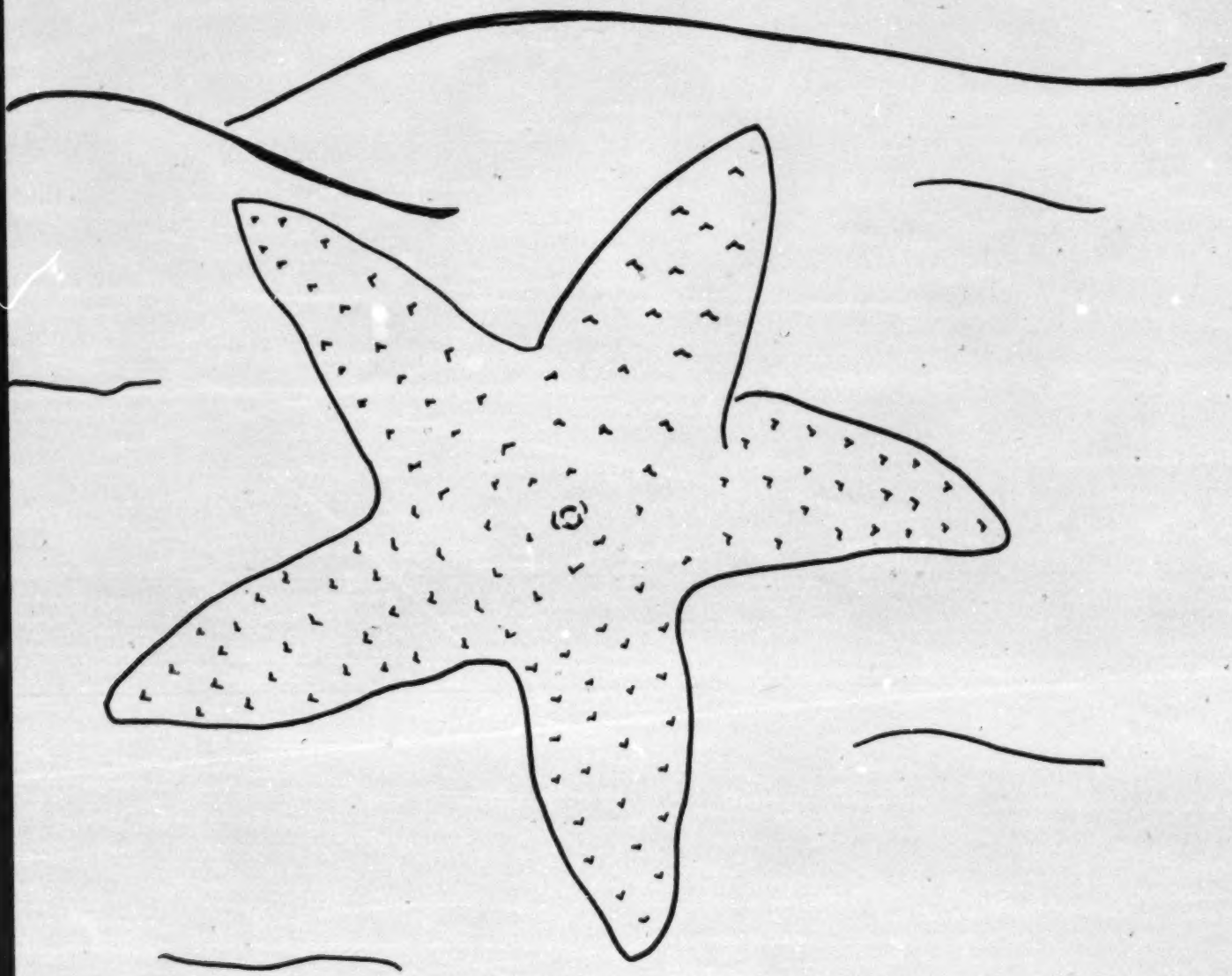


I am a seahorse.

I am an angelfish.



I am a sea star.



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205 South Indian River Drive
Jensen Beach, Florida 33457

TEACHER TEXT FOR KINDERGARTEN TEST

Student Direction: Listen as I read each question. Look at the four (4) pictures for that question and mark "X" on the picture that answers the question.

1. Which of these pictures shows the Environmental Studies Center? (B)

2. What do we do at the Environmental Studies Center? (C)

3. Which is your environment right now? (D)

4. Which is a fish's environment? (A)

5. Where can a bird live? (C)

6. Where do you go to look and learn? (C)

7. Which is a good environment for your dog? (B)

8. Where do you go to swim? (A)

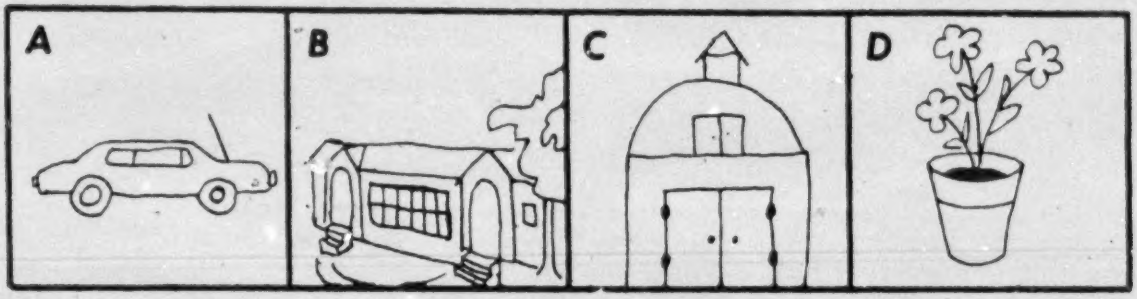
9. What is the best thing to play with? (C)

10. Which can be your environment? (D)

KINDERGARTEN

NAME _____ TEST PAGE 1

1.



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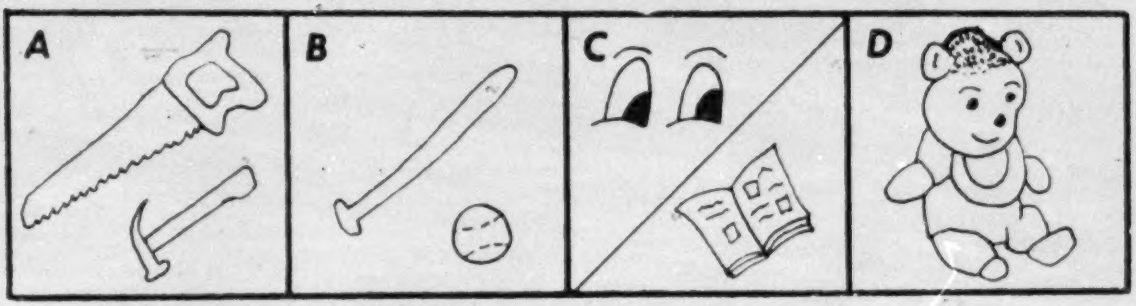

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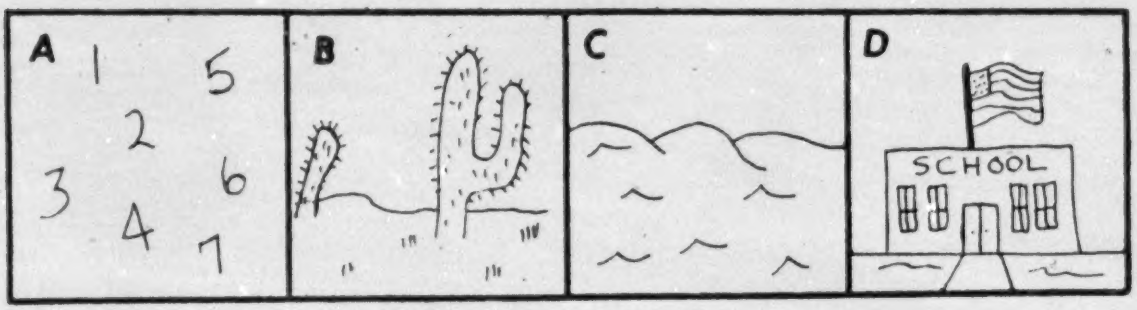

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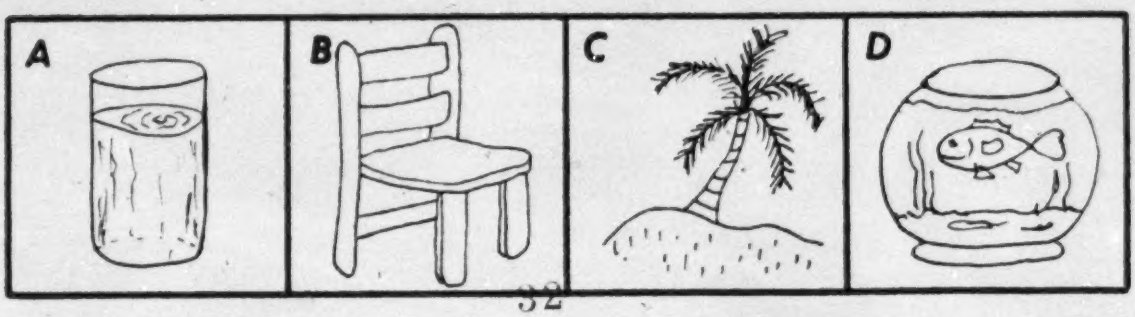

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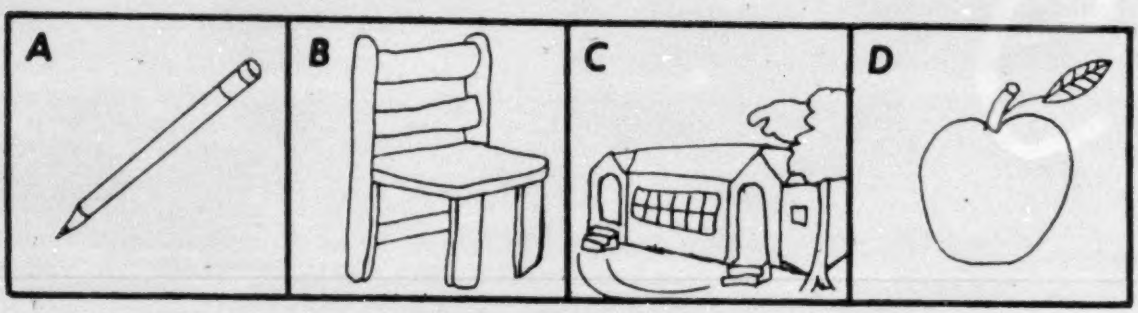

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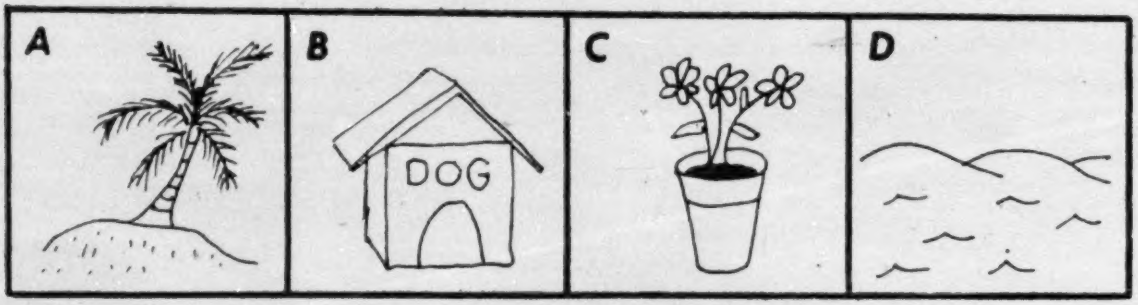

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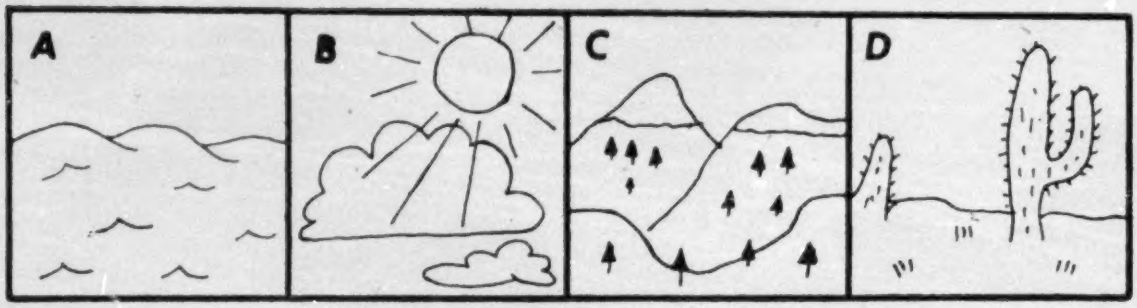

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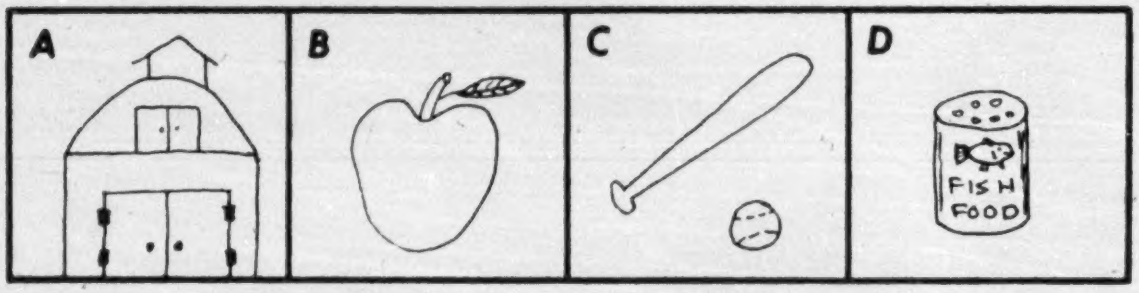

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